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# Stress Management, Choices, and Self-Confidence

Pamela P. Thompson

*University of Washington - Tacoma Campus, ppt@uw.edu*

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# *Stress Management Choices*

## *Self-Confidence*



*"Creating a better me is creating a better tomorrow for you"*

*Created By Pamela Thompson*

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# Acknowledgements

This project was inspired because of growing up as a high risk adolescent in poverty. I want to thank my family, friends, and individuals that have been in my life and inspired this program to help enable adolescents with skills to give them better choices to work through the stress life will bring. This program could not have been accomplished without the expertise of my key participants. Thank you!

# Introduction

The Stress Management, Choices, and Self-Confidence (SCS) program provide young adolescents between the ages of 12-15 with the emotional tools to cope with stress. This program will focus on theoretical strategies derived from The Indivisible Self Model of Wellness and Mindfulness. The Indivisible Self-Model of Wellness is derived from the individual self being divided into 5 sub categories: the creative, coping, social, physical, and essential self. Within these categories there are sub-categories to which each part is comprised of. In the creative self, there are thinking, emotions, control, work, and positive humor. Within the coping self, there are leisure, stress-management, self-worth, and realistic beliefs. In social self, there are friendship and love. Within the essential self, there are spirituality, gender identity, cultural identity, and self-care. In the physical self, there are exercise and nutrition. All these different factors contribute to how individuals can become whole in their identity and become resilient toward stress and chaos that can happen in life.

Mindfulness is used to develop a new way of thinking through different situations in order to work toward the wholeness of the self as shown in The Indivisible Self Model of Wellness. In mindfulness, the individual is using breathing techniques while working through the stressing thought, taking notice of how it makes the individual feel and the sensation the individual receives from the stress. When breathing through these stressing thoughts, feelings, and sensations; the individual is able to relax during the stress of the process and redirect the attention of the negative responses. This process of acceptance of the thought, feeling, and sensation does not try to change it but tries to find a deeper understanding of the situation to gain balance and to cope with the thoughts, feelings, and sensations. The intervention program created is drawn from a combination of mentioned theories. Adolescents will learn to choose positive coping strategies that allow them to successfully manage life's stresses so that they become independent in adulthood. Adolescents will also learn to identify negative coping mechanisms that may adversely affect their lives and positive coping mechanisms will assist them to make better choices. The process of self-reflection regarding stress management identification enables adolescents to build self-awareness and provides a framework to develop a sense of dignity and worth.

This program is set up as a way to educate the adolescents and allow them to critically analyze with other peers about the topic areas allowing them to expand their knowledge and team build. To have the greatest effect on these adolescents is to ask questions to create interaction and help these adolescents learn to have a voice. This program is set up for weeks 1, 4, and 7; educating about how stress can effect individuals and how to critically think through stressful situations.

For weeks 2, 5, and 8; the adolescents will break up into groups to seminar about what they learned about stress and how they can deal with stress in a positive way. For weeks 3, 6, and 9; the same groups from the previous week creatively presenting subject toward related to the topic for that week. This is a way to team build and be creative about what the adolescents learned and how they plan to use the information they learned. At the end of each workshop, Mindfulness breathing techniques will to help center the adolescent and teach them to accept and breathe through stress. The combination of education, mindfulness, seminars, and group presentations will build knowledge, self-confidence, self-esteem, team building, public speaking, and critical thinking skills. This will enable the adolescents with tools to make better choices and cope with stress in a positive productive way.

# Terms & Definitions

**Adulthood:** 18+ years of age or if legally emancipated prior to 18 years of age.

**Barriers to Access:** Difficulties in accessing resources due to age, ethnicity, ability, gender, sexual orientation, culture, socio-economic status.

**Boundaries:** Limits people set in relationships and in interactions with others.

**Confidentiality:** What is discussed in the meeting shall not to be discussed outside of the meeting except in cases where harm to self, another person, or property is suspected.

**Engaged:** Participants are listening and participating in the group discussion.

**Ethical and Professional Judgment:** Behavior as per the guidelines of the NASW Code of Ethics (2008).

**Exercises:** Mentally-stimulating goal-oriented activities.

**Framework:** Basic underlying concept or idea.

**Goals:** The accomplishment of a task.

**Group Norms:** Standard behaviors or values of a particular group.

**Independent Adulthood:** A set of abilities that enable a person to live alone.

**Malpractice:** Illegal, unethical practices that cause a client harm.

**Malpractice Insurance:** Insurance purchased to help pay the costs in the event that a practitioner is sued for malpractice.

**Mindfulness:** the individual is using breathing techniques while working through the stressing thought, taking notice of how it makes the individual feel and the sensation the individual receives from the stress.

**NASW Code of Ethics:** A written set of guiding principles set forth by the National Association of Social Workers (2008).

**Observant Participation:** group members are involved in the session while noticing their own reactions and feelings, but at the same time, noticing the reactions and non-verbal communication of the other group members (Yalom, 2005).



**Peer Support:** Help and encouragement from people who identify with one another due to similarity.

**Personal Care:** Activities intended to care for oneself including bathing, laundering, cooking, etc.

**Positive Coping Methods:** A non-harmful way to cope.

**Redirection:** When a teen is not engaged, a facilitator will say something to help guide the teen back to the relevant conversation.

**Resources:** Community-based services that offer support.

**Self-care:** Activities or lack of activities enjoyed by a person to ensure health and general-wellbeing.

**Socio-economic Status:** Level of social status based on income.

**Substance Abuse:** Overuse or dependency on an addictive substance.

**The Indivisible Self Model of Wellness:** derived from the individual self being divided into 5 sub categories: the creative, coping, social, physical, and essential self. All these different factors contribute to how individuals can become whole in their identity and become resilient toward stress and chaos that can happen in life.

**Unfreezing:** Occurs when a person's self-perception is successfully challenged.



# Workshop Structure

## 1. Recruitment:

Recruitment for the program SCS will depend on referrals from Stadium High School staff (the principal, school counselors, or teachers) as well as parents and social workers from the school. A brochure will be in registration office, counseling office, and activity offices. All teachers will be notified of the program in a staff meeting to clarify recruitment.

## 2. Size:

The workshop will consist of about 10-12 group members ranging in age from 12-15. One instructor will teach workshop with knowledge of child development.

## 3. Physical setting:

The group sessions will be held at a Middle School in a classroom setting. The traditional classroom furniture will be moved to the side so the group can sit in a circle. Instructors will meet with the students once a week for one hour. The group will last for 9 weeks. Students will meet during advisory hour. The workshop will take place in a designated classroom that will be chosen for size, comfort, and access to restrooms.

## 4. Social setting:

Group members will sign in to ensure group attendance. One person should speak at a time, to ensure this, members should wait to talk while another is speaking.

## 7. Transportation:

Transportation is not an issue as group members will already be on site.

## 8. Safety:

Group members will abide by the same safety standards as outlined in middle school policy and procedure manual. Group members will have a designated area to meet in the event of a fire, earthquake, armed person(s), or other safety concern.

## 9. Policy:

Malpractice and legal liability insurance is provided by Healthcare Providers Service Organization (HPSO). HPSO will protect staff by providing a defense attorney to settle claims

and protect individual licenses. HPSO will also cover medical expenses and property damage. The underwriter for the Professional Liability Insurance Program is American Casualty Company of Reading, PA (Healthcare Providers Service Organization, 2013).

#### 10. Facilitators:

Instructors will use ethical and professional judgment as outlined in the National Association of Social Workers (NASW) while conducting all group sessions. Instructors will have advanced degrees in either psychology or social work and will conduct therapeutic groups based on The Indivisible Self Model of Wellness and Mindfulness. The workshop will be to assist youth who are not coping with stress appropriately. These behaviors may include by not limited to: emotional reactive outburst, substance use, isolation, and/or sexual misconduct. Workshop sessions will focus on selected topics and will include interaction between group members and the instructor. Instructor will be knowledgeable about the topics being discussed as well as the group process in general. Instructor will be selected by content expertise, experience, and specific knowledge in The Indivisible Self Model of Wellness and Mindfulness theories.

#### 11. Client Rights as outlined in the NASW Code of Ethics (2008):

To be treated with dignity and respect at all times;

To expect group leaders to not condone or engage in any discrimination based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, or socioeconomic status;

To expect quality service provided by concerned, trained, professional and competent staff;

To expect complete confidentiality within the limits of the law, and to be informed about the legal exceptions to confidentiality; and to expect that no information will be released without the client's knowledge and written consent;

To a clear working contract in which business items, such as time of sessions, absences, access, emergency procedures;

To a clear statement of the purposes, goals, techniques, rules of procedure and limitations, as well as the potential dangers of the services to be performed, and all other information related to or likely to affect the ongoing relationship;

To appropriate information regarding the counselor's education, training, skills, license and practice limitations;

To full, knowledgeable, and responsible participation in the ongoing workshop to the maximum extent feasible;

To obtain information about their case record and to have this information explained clearly and directly;

To request information and/or consultation regarding the conduct and progress of growth from workshop;

To refuse any recommended services and to be advised of the consequences of this action;

To a safe environment free of emotional, physical and sexual abuse;

To a member grievance procedure, including requests for consultation and/or mediation; and to file a complaint appropriate credentialing body; and

To a clearly defined ending process, and to discontinue workshop at any time

#### 12. Ground rules:

Encourage group members to come on time and to every session for all 9 weeks.

Members will be encouraged to be supportive of sensitive issues that may arise during the sessions.

Instructors and members will create a sense of trust and security by encouraging confidentiality.

Instructors will instill a learning environment.

Instructors and students will allow everyone time to talk.

Instructors will encourage group members to do the handouts that are assigned.

#### 13. Adding new members:

This is a closed group.

New members are prohibited after week one.

Group members are free to withdraw from the group, however, every effort will be made to encourage members to remain in the group.

#### 14. Informed Consent:

Group facilitators will give the student's a clear description of what they can expect in terms of schedule, handouts, rules and guidelines. In the event that a group member “is a minor or possesses disabilities that would prohibit informed consent” (AMHCA, 2010, p. 6), the group facilitators will acquire the appropriate signatures of the member’s guardian. Group members who are underage will sign a youth agreement form at the start date of the program.

15. Conflict of Interest:

Both facilitators will handle any conflict of interest that may occur in a timely manner. Conflict of Interest may include an established relationship between students that were developed prior to entering the workshop.

16. Appropriate Termination:

In the event that group member breeches the agreement, instructors are authorized to take action up to and including termination. Termination from the group occurs when it is "reasonably clear that the client is no longer benefiting, when services are no longer required, when [workshop] no longer serves the needs and interests of the client, or when agency or institution limits do not allow provision of further [workshop] services” (AMHCA, 2010, p. 4).

17. Confidentiality:

Students will not discuss anything talked about during the workshop with individuals outside of the workshop or with other students outside of the workshop. Instructors will help group members to understand confidentiality so students can feel confident that information shared within the group will remain confidential. However, exceptions to the rule include suspected abuse which is required to be reported by Washington State Law RCW 26.44.030 (Washington State Legislature, 2013), or where law states otherwise.


Exceptions include: Risk of harm to self, harm to others (vulnerable or otherwise), suspected child abuse, or court order requiring disclosure of records.

18. Commitment to the group:

We ask that students commit to attend and participate in workshop for the 9 weeks outlined in the program manual. Regular attendance is a key part of growth; therefore, attendance is mandatory.

# Overall Objectives

1. Improve Life Skills
  - a. able to manage expectations (school, work, family)
  - b. able to interact positively with others
2. Improve Self-Esteem
  - a. takes initiative for positive self-development
  - b. demonstrates positive self-image
3. Improve self-sufficiency and positive thoughts toward self as an independent goal orientated adult
4. Improve in critical thinking skills
5. Improve public speaking
6. Improve in team building and socialization skills
7. Improve in self-confidence
8. Increase knowledge of how to manage stress, how to make better choices, and how to build self-confidence



## *Program Descriptions, Objectives & Agenda*

In this highly participative workshop, students will actively interact with peers and instructors. They will draw upon their own experiences, gained knowledge, and contribution to the group in seminar discussions. The course includes a number of discussions, role plays, and opportunities to receive feedback from peers and instructor as they participate in the workshop. Topics include stress management, choices, and self-confidence topics. Please see the program agenda as follows on subsequent pages.

# *Session 1- Education on Stress Management*

**Time:** 60 minutes

**Objective:** Introduce workshop, understanding of confidentiality, objectives of the course, and education on stress and how to manage stress.

**Agenda:**

Give out survey's for self-esteem and life skills (10 minutes)

Break down of workshop for 9 weeks (2.5 minutes)

Go over confidentiality (7.5 minutes)

Power Point on Stress Management: (make copies of PP for students) (20 minutes)

What is stress?

How does stress affect the brain?

How does stress affect the body?

When do you know you are stressed?

How do you know your emotions?

What is content?

What are negative ways to cope with stress?

What are positive ways to cope with stress?

What does it mean to dwell?

Dwell definition

Priorities

Why stress is important?

Mindfulness: (20 minutes)

Interactively teach and participate in breathing exercise



## Warnings and Comments:

Youth may begin to talk about all the negative things going on at school. Just be aware: only focusing on the negative is not productive.

Engage youth for growth during stressful situations by using another similar situation that worked out and how they felt.

Ask students questions: try to have the adolescent engage in their own problem solving strategies.

Do not give negative feedback toward student, engage in producing a positive outlook on the situation by finding out the lesson or teaching a new approaches.

# *Handouts*

## *For*

### *Session 1*

# *Session 2- Seminar on Stress Management*

**Time:** 60 minutes

**Objective:** To allow students time to utilize critical thinking skills and group work toward how to handle stress in a positive way.

**Agenda:**

Check in: (5 minutes) This is also a time to finish power point if needed

Break into groups: explain how group will be the same for next week's presentation.  
(Count off the students to allow diversity in the group, 4 groups preferred)

Talking points in group seminar: (20 minutes)

(Instructor should walk around and listen to the groups)

What have you learned from the content?

What are some ways you have dealt with stress?

Are there any ways you are working on creating a better way to deal with stress?

Why do you feel stress management is a topic for the class?

How are some ways you have seen others deal with stress in a negative way?

Re-group as a class and discuss what the groups talked about: (15 minutes)

Explain Group Presentation: (5 minutes) Hand out provided

Mindfulness: (15 minutes)

**Warnings and Comments:**

Make sure groups are being appropriate with each other and taking content appropriately

Make it fun and interactive, do not try to interrupt group process

Make sure students are on task and everyone gets a chance to talk

These are the times where individuals might share personal stories, please be aware of how individuals may feel vulnerable and please make sure others are being appropriate and respectful.



# *Handouts*

## *For*

### *Session 2*

# *Session 3- Group Presentations on Stress Management*

**Time:** 60 minutes

**Objective:** To give groups the ability to work as a team, show knowledge of content, what they have learned, how they plan to apply to their lives, creative presentation, and public speaking practice.

**Agenda:**

Check in: (5 minutes)

Give group time to talk before presentations start (10 minutes) (if the class is ready just start presentations)

Group presentations (20 minutes) (5 minutes per group if 4 groups)

Mindfulness: (15 minutes)

Wrap up: (10 minutes) Quick group review of what they like most in presentations and content.

**Warnings and Comments:**

Some students may be very shy, so be positive and encourage them.

Make sure students are being respectful of other students while presenting.

# *Handouts*

## *For*

### *Session 3*

# *Session 4- Education on Choices*

**Time:** 60 minutes

**Objective:** To enable students with the understanding of choices and how to make good choices.

**Agenda:**

Check in: (5 minutes)

Power Point on Choices: (make copies of PP for students) (20 minutes)

Define choices

Conditioned Response

How do people make choices?

How to make choices under high stress situations?

How your brain makes choices?

What choices can benefit society?

How to deal with mistakes when bad choices are made?

Triggers

Red Flags

Some choices can follow someone for life

Role Play in Groups: (15 minutes)

(Walk around and listen to what the participants choices are)

Mindfulness: (15 minutes)

**Warnings and Comments:**

Students may have learned negative ways when making choices, be compassionate, and be empathetic.

This is a learning process, all answers are ways to create learning.

Make sure students are engaged and interacting.

Students may joke about situations, make this a learning opportunity.



# *Handouts*

## *For*

### *Session 4*

# Session 5- Seminar on Choices

**Time:** 60 minutes

**Objective:** To allow students time to utilize critical thinking skills and group work toward how to handle making positive choices.

**Agenda:**

Check in: (5 minutes) This is also a time to finish power point if needed

Break into groups: explain how group will be the same for next week's presentation.  
(Count off the students to allow diversity in the group, 4 groups preferred)

Talking points in group seminar: (20 minutes)  
(Instructor should walk around and listen to the groups)

What have you learned from the content?

What are some ways to make positive choices?

Are there any ways you are working on creating a better way to make positive choices?

Why do you feel choices is a topic for the class?

How are some ways you have seen others deal with negative choices?

Re-group as a class and discuss what the groups talked about: (15 minutes)

Explain Group Presentation: (5 minutes) Hand out provided

Mindfulness: (15 minutes)

**Warnings and Comments:**

Make sure groups are being appropriate with each other and taking content appropriately

Make it fun and interactive, do not try to interrupt group process

Make sure students are on task and everyone gets a chance to talk

These are the times where individuals might share personal stories, please be aware of how individuals may feel vulnerable and please make sure others are being appropriate and respectful.

# *Handouts*

## *For*

### *Session 5*

# *Session 6- Group Presentations on Choices*

**Time:** 60 minutes

**Objectives:** To give groups the ability to work as a team, show knowledge of content, what they have learned, how they plan to apply to their lives, creative presentation, and public speaking practice.

**Agenda:**

Check in: (5 minutes)

Give group time to talk before presentations start (10 minutes) (if the class is ready just start presentations)

Group presentations (20 minutes) (5 minutes per group if 4 groups)

Mindfulness: (15 minutes)

Wrap up: (10 minutes) Quick group review of what they like most in presentations and content.

**Warnings and Comments:**

Some students may be very shy, so be positive and encourage them.

Make sure students are being respectful of other students while presenting.

# *Handouts*

## *For*

### *Session 6*

# *Session 7- Education on Self-Confidence*

**Time:** 60 minutes

**Objective:** To provide students with the self-confidence to make positive choices, have a positive self-image, build self-esteem, and understand how to maintain self-confidence.

**Agenda:**

Check in: (5 minutes) This is also a time to finish power point if needed

Power Point on Self-Confidence: (make copies of PP for students) (20 minutes)

What is Self-Confidence?

Understanding the self

Teen Advice

How to reflect positively toward self

How to create a good habit

Affirmations

Inspiring Story

Effective communications

Boundaries

Self-care

Journaling: (15 minutes) (This is the time to give out book list)

Mindfulness: (15 minutes)

**Warnings and Comments:**

This may become personal and emotional for students while they think of how their life is effected and how to change it.

Keep watch for students being respectful toward each other and remind students of respect and empathy toward one another.

# *Handouts*

## *For*

### *Session 7*



## *Session 8- Seminar on Self-Confidence*

**Time:** 60 minutes

**Objective:** To allow students time to utilize critical thinking skills and group work toward how to handle making positive choices.

**Agenda:**

Check in: (5 minutes) This is also a time to finish power point if needed

Break into groups: explain how group will be the same for next week's presentation.  
(Count off the students to allow diversity in the group, 4 groups preferred)

Talking points in group seminar: (20 minutes)  
(Instructor should walk around and listen to the groups)

What have you learned from the content?

What are some ways to boost self-esteem?

Are there any ways you are working on to think positively about self?

Why do you feel self-confidence is a topic for the class?

How are some ways you have seen others deal with negative self-confidence or seen them become arrogant?

Re-group as a class and discuss what the groups talked about: (15 minutes)

Explain Group Presentation: (5 minutes) Hand out provided

Mindfulness: (15 minutes)

**Warnings and Comments:**

Make sure groups are being appropriate with each other and taking content appropriately

Make it fun and interactive, do not try to interrupt group process

Make sure students are on task and everyone gets a chance to talk

These are the times where individuals might share personal stories, please be aware of how individuals may feel vulnerable and please make sure others are being appropriate and respectful.

# *Handouts*

## *For*

### *Session 8*

# *Session 9- Group Presentations on Self-Confidence*

**Time:** 60 minutes

**Objectives:** To give groups the ability to work as a team, show knowledge of content, what they have learned, how they plan to apply to their lives, creative presentation, and public speaking practice.

**Agenda:**

Check in: (5 minutes)

Give group time to talk before presentations start (if the class is ready just start presentations)

Group presentations (20 minutes) (5 minutes per group if 4 groups)

Mindfulness: (15 minutes)

Post surveys of self-esteem survey and decision making survey (10 minutes)  
(Instructor must have teacher turn in Prosocial Behavior Survey by next week either personally or by email)

Conclusion: (10 minutes) Quick group review of what they like most in presentations and content and class as a whole.

**Warnings and Comments:**

Some students may be very shy, so be positive and encourage them.

Make sure students are being respectful of other students while presenting

# *Handouts*

## *For*

### *Session 9*

# Comments & Notes

## Compassion-

Understanding and being respectful of other students own experiences and feelings it is important for group success

## Freedom-

Participants should be able to identify their own objectives, and feel free to select a plan on how to achieve the objectives without influence from group the members or instructors.

## Valid information-

Remember: There should a commitment when instructing the workshop, in order to develop understanding, and trust.

## Commitment-

Students should understand that in order to be successful on the workshop, they need active participation.

## Experience-

Re-evaluate at the end of the session if the discussion are instructing the right sort of openings for discussion.

## Empathy-

Having understanding toward the students situations as though you have gone through the same situation.

# Materials

Instructors Manuel

Projector and Screen

Power Points

Pens, Pencils, Posts-its and Paper

Box of candies and/or small prizes

Stop-Watches

Journals

Small Locker Mirrors

Believe in yourself! Have faith in your abilities! Without a humble but reasonable confidence in your own powers you cannot be successful or happy.

~Norman Vincent Peale